



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## Book Reviews.

*Lessons With Plants.* Suggestions for seeing and interpreting some of the common forms of vegetation, by Professor L. H. Bailey. New York. The Macmillan Company. \$1.25.

Professor Bailey has for some time interested himself in the education of the young, especially by means of Botany, and his book "Lessons with Plants," gives to the teaching body his ripened ideas in regard to the matter. Like all of the writings from his pen, the work bears the mark of freshness and vigor of thought so characteristic of the man.

The object of the work, to quote the author's words, is "to suggest methods, not to present facts." Even a hasty glance is, however, enough to convince one that the basis of the work is the author's own study, and the suggestions of the book are an outcome of that study. Naturally, therefore, the cultivated plants are made to teach their lessons, and the commonest of these and of the plants which are found in a wild state are the materials for study.

It is worthy of remark that the idea which underlies the method of presentation is the morphological idea. It is evident that the writer attributes a considerable value to the comparative study of organisms, and we have no hesitancy in endorsing this view. To be sure, the objects studied are to be regarded as living objects, objects which are doing something, and it is this way of combining the study of structure and of function that brings out the chief interest in the subject, and that makes it one of such great value in the education of children.

Another fact of importance is this; the author is constantly in search of causes. The way of thinking which grows out of this kind of study is that which is characteristic of the strong independent mind, and to the building up of such minds in our youth should be bent the energies of all educators.

The work is fully illustrated with pictures from the pen of Mr. W. S. Holdsworth, and all of them are new and suggestive. The

teacher, who is himself a student, can do no better than to take this book as a starting point. It will start him aright, and by adopting Prof. Bailey's method, which is no more nor less than the scientific method, he will gain in intellectual strength at every step. Undoubtedly such a teacher cannot fail to bring good out of his pupils.

*Nature Study in Elementary Schools*, a Teachers' Manual by Mrs. L. L. Wilson, Ph.D. New York. The Macmillan Company. 95 cents.

This book of 216, 12mo pages contains suggestions for teachers of, presumably, the lower grades on various topics in nature study, including the weather, plants, animals and stones, and is planned to help the teacher without scientific training to start and carry on her work with children in nature study. As such it ought to be useful, inasmuch as the author dwells at some length from time to time upon the method of presentation. There are abundant references to prose and poetry touching upon the matter in hand. The author, being first a naturalist, a large portion of the book is given to the animals and plants, but the treatment is of necessity brief, and at times, from some standpoints at least, unsatisfactory, as for example, the part on lichens. In criticising such a work, however, it is of first important to keep in mind the author's point of view, which, in this case, is, it would seem, to indicate the spirit of the work and its mode of procedure. As a result of condensation, some statements have crept in which might mislead the class of persons for whom the work is designed, as, for instance, when pollen is spoken of as "dust which makes the seeds" or as when the tunics of the onion bulb are apparently regarded as "crowded leaves full of nourishment" when in point of fact they are but portions of leaves. Whether a loose statement such as this is warranted by the pedagogic principle advocated on page 23, "Function should precede form" or not is to be questioned and this is a real difficulty which confronts the teacher of the young. The reviewer thinks it is not, because experience tells us how difficult it is to eradicate the misconceptions

gained in youth. Of the same nature is the question as to how to separate in the child's mind efficient and final causes. This problem is indicated by inference on page 171, where the question *Why?* is asked to bring to a fruitful result the observation that some twigs grow more rapidly than others. The answer would be that some twigs were too crowded, so that their leaves could not get the sunlight, and were, as a result, dwarfed. In other words, we have an effect following a cause. But a little later on the question is asked "*Why are the buds sticky?*" The answer expected is one which is teleological and deals not with efficient proximate causes, but with final ones. Here, again, one is tempted to ask if more exact thought may not be expected. Perhaps not, and yet it is a goal which should be striven for. Teachers themselves ought certainly to keep such distinctions in mind.

After all, the spirit of the author is good, and the book will be useful directly as the teacher herself is a student.

F. E. L.